

**Gibbs S.**

**[Inclusion and Teachers' Beliefs in their Efficacy.](#)**

***In: Rycroft-Smith, L; Dutaut, J-L, ed. *Flip The System UK: A Teachers' Manifesto*. Oxford: Routledge, 2018, pp.127-138.***

**Copyright:**

This is an Accepted Manuscript of a book chapter published by Routledge in *Flip The System UK: A Teachers' Manifesto* on 27/11/2017, available online: <https://www.routledge.com/Flip-The-System-UK-A-Teachers-Manifesto/Rycroft-Smith-Dutaut/p/book/9781138214804>.

**URL link to book chapter:**

<https://www.routledge.com/Flip-The-System-UK-A-Teachers-Manifesto/Rycroft-Smith-Dutaut/p/book/9781138214804>

**Date deposited:**

30/01/2018

**Embargo release date:**

27 May 2019

# Inclusion and Teachers' Beliefs in their Efficacy

---

*Simon Gibbs, Reader in Educational Psychology, University of Newcastle*

“beliefs that teachers hold (both about themselves and their students) are important, are vulnerable to influence, and [...] significant differences follow in terms of classroom practice and outcomes for the children”

## **Introduction**

What we believe about ourselves affects what we do and how we do it. What we succeed in doing today affects our beliefs about what we can do in the future: our sense of self-efficacy (Bandura, 1997; Simmons et al., 1999). What we believe we can or should do is also partially determined by our psychological environment (Cho & Shim, 2013; Gibbs & Powell, 2012; Roeser, Midgley, & Urdan, 1996). Further, and despite some illusions that we are sole determinants of our actions, whatever we do, we do not do it alone. We are part of interlinked human, social systems interacting and in dialogue with others. Others help create the selves that we believe we are and are able to be (Sampson, 2008).

In this chapter I set out some of the parameters for teachers' beliefs, and relate what is known about key aspects of the nature of teachers' beliefs, motivations and practices to the psychological environments for teaching. In doing so, I will draw attention to the potential constraints or inconsistencies between what teachers might believe is their core purpose or capability and what is actually permitted or encouraged (with reference to the work of Festinger, 1962; and Seligman, 1972). What teachers believe is possible for them to do affects what they do, the nature and quality of the education they provide, and their motivation and determination to succeed – or otherwise. The chapter is grounded in concerns about teachers' well-being, the evidence of the likely causes and consequences of teachers' stress (Kokkinos, 2007; Skaalvik & Skaalvik, 2011, 2016), as well as a wish to support the development of educational practices that are more inclusive of difference and diversity. The main purpose of the chapter is, therefore, to examine how teachers' beliefs about what they can do to achieve specific educational outcomes (their self-efficacy as teachers) are influenced by their psychological and organisational contexts (R. Goddard & Goddard, 2001; Ross & Gray, 2006).

Amongst the most relevant and immediate contexts for teachers' practices are government policies regarding education and schools, and the yet more immediate contexts of individual schools. Further, while the effects of stress factors for teachers and consequent attrition are not unique to the UK, the focus here is on issues that are particularly pertinent in the UK, and England in particular.

## **Teachers' efficacy beliefs**

We may hope and assume that all who train to be teachers truly want to teach and educate young people - albeit for varying reasons (Klassen, Al-Dhafri, Hannok, & Betts, 2011; Tang, Cheng, & Cheng, 2014). It is also evident that teachers who are strongly motivated to develop

and improve their practice are likely to inculcate similar motivations in their students (Schiefele & Schaffner, 2015). Teachers with positive beliefs in their efficacy, believing they know what it is necessary to do to achieve specific desired outcomes, are more likely to achieve these outcomes for the children in their classrooms (Caprara, Barbaranelli, Steca, & Malone, 2006; Tournaki & Podell, 2005). Teachers' efficacy beliefs have been shown to be positively related to superior outcomes in specific subject areas (see, for example ~~Akyol, Tekkaya, Sungur, & Traynor, 2012~~; Tschannen-Moran & Johnson, 2011) as well as teachers' survival in the profession (Schwarzer & Hallum, 2008; Skaalvik & Skaalvik, 2014, 2016). Teachers' beliefs in their efficacy are also associated with the development of more inclusive practice in mainstream classes by, for example, accepting greater responsibility for the education of children with identified and significant special needs, reducing segregation or exclusion because of problematic behaviour, and in general, accepting and understanding diversity (Ekins, Savolainen, & Engelbrecht, 2016; Gibbs & Powell, 2012; Savolainen, Engelbrecht, Nel, & Malinen, 2012).

In addition to the substantial body of work devoted to understanding the nature and effects of individual teachers' efficacy beliefs, conceptual and empirical research has shown how the collective efficacy beliefs of school staff are closely associated with the ethos of schools, the development and transformational effects of leadership, and beneficial outcomes in terms of motivation, attainment and well-being for both students and staff (Goddard, Kim, & Miller, 2015; Moolenaar, Slegers, & Daly, 2012).

Teachers (individuals and staff groups) gain their efficacy beliefs mainly from experiences of success (direct first-hand experience, as well as observed (vicarious) experience (Bandura, 1997, 1998; Wolters & Daugherty, 2007)), and within environments that foster professional reflection and transformational learning that generates changes in the learner beyond expectation (Angelle & Teague, 2014; Black, 2015; Gibbs & Miller, 2012; Kurt, Duyar, & Çalik, 2011). Of course it is something of a truism that success breeds success, but if we start with the premises that teachers want to be successful and that successful education depends on successful teachers, we do then need to think about what helps teachers be successful and what, if anything, hinders that. One of the answers offered to this question refers to teachers' perceptions of the environment for education; another answer that is sometimes offered refers to the perceived 'nature' and background of children.

### **Education for all: inclusivity**

There is an apparently natural and insatiable need (in western cultures at least) to objectify, classify and categorise phenomena – and people. There are a number of factors (several enshrined in legislation and policy) that influence and encourage categorisation within education. In the UK (but by no means only in the UK) children may find themselves categorised in a number of ways that affect where and how they are taught. (It might also be remembered that until the early 1970's in the UK it was not required that all children could / should be educated. Up to the passing of the 1970 Education (Handicapped Children) Act children who were, on the basis of a medical examination, considered to be 'mentally deficient' were not fully entitled to education.) Children's age, 'ability', gender and religious faith may be used to determine the type of school they attend. The labels that are used to categorise them (ostensibly often to describe their perceived 'special' educational needs) can

also influence how and where they are taught and what teachers believe they can do to help them. Such categorisation of children continues to influence teachers' conceptualisation of their role and competency with regard to certain groups. Thus, it has been found that teachers may hold firm views about whether or not they know how to or are prepared to teach children with specific 'disabilities' (Jordan & Stanovich, 2003). Such beliefs can be easily influenced. It has, for instance, been known for some time that teachers' expectations of children generate self-fulfilling outcomes. Thus in an experiment when children were arbitrarily described as being more likely to do well, they achieved better outcomes than their peers who had not been assigned that label (Friedrich, Flunger, Nagengast, Jonkmann, & Trautwein, 2015; M. J. Harris & Rosenthal, 1985; Rosenthal & Jacobson, 1968). More recently, we found that just the arbitrary use of a particular label ('dyslexia' vs 'reading difficulties') created significant differences in teachers' beliefs about the essential nature of children's educational difficulties and their efficacy beliefs about being able to intervene significantly with such children (Gibbs & Elliott, 2015).

So, in summary, it is important to recognise that the beliefs that teachers hold (both about themselves and their students) are important, are vulnerable to influence, and that significant differences follow in terms of classroom practice and outcomes for the children. So what of the current educational environment and context, how may these affect the beliefs teachers hold, and what may be the effects of these 'environmental' and systemic factors in practice for teachers and children?

### **Government Policies: context and consequences**

The UK is currently home to one of the biggest gaps in the world between the earnings and wealth of the richest and poorest in society (Dorling, 2014, 2015; Wilkinson & Pickett, 2010). It has been estimated that ~~currently~~ some 3.7 million (28%) children ~~may beare~~ living in poverty in the UK (CPAG, 2015). It is evident that the socio-economic status of families can profoundly affect children's readiness for school, ultimate levels of attainment, employment prospects and life-span (Hills, 2015). However, despite a lack of evidence to warrant their value as means of ensuring greater social mobility and inclusion, current government policy appears to be to promote educational structures and systems that in reality only perpetuate social and economic stratifications (Ayscue & Orfield, 2016; Hattie, 2009; Piketty, 2000; Tranter, 2012; Triventi, 2013) that, *inter alia*, will generate or reinforce expectations about the educational potential of groups of children. As I write, the new Conservative government under Theresa May's leadership is ardently promising the development of new grammar schools. These, we are told, are intended to promote 'social mobility'. The available evidence suggests it is more likely to enhance the 'Matthew Effect' – the rich get richer and the poor get poorer.

In pursuit of government policy schools continue to be subject to intense scrutiny, competition and increasing pressure from marketisation (Allen, 2015; Bunar & Ambrose, 2016; Wright, 2012). For teachers (and schools) the culture of performativity adversely affects the quality of professional relationships and yields self-serving compliance (Ball, 2003; Hardy & Lewis, 2016; Jeffrey, 2002; Perryman, 2006). The regular and frequent inspection of schools by Ofsted often generates more heat than light, and for many schools and teachers serves only to perpetuate a fear of failure. Interestingly, in this respect at least,

the government seems to recognise the potentially adverse effects of labelling. Thus schools that ‘fail’ are most often closed and rebranded (else otherwise who would want their child to attend – who would want to work in - a school that was labelled as a failure? (Gorton, Williams, & Wrigley, 2014; Nicolaidou & Ainscow, 2005)) As one commentator has noted of Government strategies that are publicly intended to raise standards in schools:

*‘...those factors that impede improvement are constant outside interference, and detailed external control and inspection. Factors which help improve standards include teachers’ feelings of ownership and responsibility over change, and the sense of the school as a centre of change, changes that happen over time rather than at once.’ (Cullingford, 2013, p. 3)*

Currently, therefore, it seems likely that factors that impede school improvement prevail over factors that might be more beneficial for schools, teachers and young people. There is evidence that external inspection is more likely to have negative than positive effects for teachers both as individuals and as members of staff teams. Thus, the pressure to perform for Ofsted is too often *‘damaging emotionally and professionally... [and] may reduce trust, inhibit discussion of difficulties and diminish honest self-evaluation’ (E. Hopkins et al., 2016, p. 59).*

There is a growing consensus that the determination of recent UK governments to push through their reforms *‘leaves a demotivated teacher workforce, [and] a possible impending teacher recruitment crisis’* (Allen, 2015, p. 36). Psychologically, a persistent fear of failure and the perception that there is little that individuals or groups can do to avert failure can lead to a sense of passive helplessness that is often associated with professional burn-out and depression (Fincham & Cain, 1986; Maier & Seligman, 2016; Schonfeld & Bianchi, 2016). The phenomenon of ‘learned helplessness’ was first reported by Seligman (1972) who in a series of experiments on animals and humans showed how when repeatedly unable to control unpleasant circumstances (‘aversive stimuli’), participants typically become passive, depressed and ‘helpless’, and unable to do anything to change or avoid the unpleasant situation. It is not hard to see how being unable to avoid repeated inspections could leave teachers feeling depressed and ‘helpless’.

But what, also, of experiences of the teacher who is required to subject themselves to repeated inspection (with no formative feedback) whilst knowing in their heart it is valueless? Such ‘cognitive dissonance’ (Festinger, 1962) induces stress and a motivation to minimise the dissonance. At the least, this is likely to confirm that either the teacher’s own views are not recognised or valued, or to deny that inspections have no merit.

Perhaps, in extremis, one of the few viable solutions for many teachers, the only apparent escape from the helplessness and dissonance, is to stop being a teacher? In fact there is already cumulative evidence that the recruitment and retention of teachers is a significant cause for concern. Department for Education data in the academic year 2014-15 indicate that although just over 25,000 newly qualified teachers entered the profession, 43,000 qualified teachers left (DfE, 2016). Further, of those entering the profession, current trends suggest that within three years about 22% will have left teaching (DfE, 2016). Absenteeism is also a

concern. In the same period (2014-15) 56% of teachers had at least one period of sickness absence, with an average of 7.6 days lost in the year for each of these teachers. Absence rates such as these (higher than the national average of 5.3 days for all employees (EEF, 2016)) are financially and educationally costly, entailing interruptions to the predictable programme for children's education and the cost of employing additional staff to cover for absent colleagues.

### **Counter-measures**

The evidence summarised above does not lend credence to a view that the regime of inspection, accountability and performativity contributes positively to maintaining an effective and well-motivated teaching workforce – in fact, quite the reverse. It is, therefore, ~~quite~~ easy to suggest what we might *stop* doing. However, what does appear to be ~~important~~ ~~and~~ effective in sustaining the motivation and positive belief of teachers in the importance of teaching and education includes: high-quality leadership and management of schools, high quality teacher development, an emphasis on supportive dialogue within staff teams, and between teachers and students, and regular opportunities for collaboration and joint problem-solving (Brown, Gibbs, & Reid, In preparation; Gibbs & Miller, 2012; Mulholland, McKinlay, & Sproule, 2016). I will address each of these in turn - though none can stand alone. These are interdependent aspects of educational practices that benefit teachers, children and societies. For me, however, the golden thread that runs through them all and should, I suggest, be at the heart of the curriculum for all, is the quality and understanding of human relationships.

### **Leadership**

There is now a substantial body of evidence demonstrating how leadership practices in schools and school systems not only help ensure good outcomes for students but also ensure the ongoing professional development of teachers and professional learning communities (Hallinger & Heck, 2010; ~~A~~-Harris et al., 2013; ~~D~~-Hopkins, Stringfield, Harris, Stoll, & Mackay, 2014). Cross-cultural comparisons also make available a radically different vision of the cultural importance and leadership of education (Hargreaves, Halász, & Pont, 2007) in which leadership and purpose are nationally shared values. Thus, in Finland for instance, “Public education is seen as vital to the country's growth and security, and the shared high regard for educators who are seen as central to this generational mission, draws highly qualified candidates into the teaching profession.” (Hargreaves et al., 2007, p. 14). This makes it clear that the leadership of schools is no simple vacancy-filling exercise but should be a matter of national concern for both social and economic reasons, now and in the future. As indicated and empirically validated, this requires that the leadership and management of schools be a shared and collaborative sociocultural enterprise that is in a reciprocal relationship (and dialogue) with its immediate and distal contexts (Hallinger & Heck, 2010). It may be argued that only in such circumstances can teachers professionally and personally prosper.

### **Collaborative work**

It is implicit in the above that staff collaborate and take shared responsibility for the benefits to their professional community (Hallinger & Heck, 2010; Moolenaar, 2012; Wahlstrom & Louis, 2008). In the past, therapeutic insights have been found helpful in developing teachers' responsiveness and collaboration (Hanko, 2002), and Gibbs and Miller (2012) indicated how



the collaborative work of psychologists as facilitators of teachers' understanding has been beneficial. However, an understanding of the nature of collaboration, joint exploration, and learning also requires a reformulation of the nature of schools as learning organisations that are democratic, fluid and transformative (Riveros, Newton, & Burgess, 2012). This also implies that all involved in education, all those with an investment in education, need to recognise themselves as 'learners'. This underlines the centrality of dialogue as a process that enables learning about the nature of learning, about society and each other (Biesta, 2015; Sampson, 2008). Given the social, economic and cultural schisms both within our (UK) society and internationally we need to heed the evidence about intergroup prejudice (Tajfel, 1969, 1982) and put in place educative processes that enable the development of mutual inter-group and cross-cultural understandings (see, for instance, Stephan & Stephan, 2013; Verkuyten & Thijs, 2015).

### Staff Development

In order to develop schools and teaching practices that provide some immunity to the corrosive effects of economic and social policies on education, and their divisive effects for children and families, staff need support to reflect and learn. There is evidence that enhancing teachers' individual and collective efficacy beliefs is productive. ~~So, for example, when staff believe and understand how they may work collaboratively with their neighbourhood communities, this helps reduce outcomes often associated with economic or social disadvantage.~~ Thus, schools in which staff espouse higher collective-efficacy with respect to learning and behaviour have been found to buck the typical trend of exclusion, lowered attainment and minority segregation found in other schools in similar circumstances where staff perceptions of their efficacy are depressed (Belfi, Gielen, De Fraine, Verschueren, & Meredith, 2015; Brown et al., In preparation; Gibbs & Powell, 2012). So, when staff believe and understand how they may work collaboratively with their neighbourhood communities, this helps reduce outcomes often associated with economic or social disadvantage. Whilst some responsibility for developing the ethos and culture in which efficacy beliefs can grow lies with organisational leadership, the importance of dynamic, mutually respectful and legitimating reciprocal relationships between team members and leaders cannot be underestimated in developing learning organisations (Benlian, 2013; Thomas, Martin, Epitropaki, Guillaume, & Lee, 2013; Valcea, Hamdani, Buckley, & Novicevic, 2011). In Bandura's terms, such endeavours represent 'group enablement' (1997, p. 477) that enhance organisations' staff collective-efficacy.

### Summary

In this chapter I have outlined evidence about the effects of teachers' beliefs in themselves as professional practitioners. This has been contextualised by consideration of social, economic, cultural and psychological factors that have been found to affect teachers' beliefs and practices. In considering alternatives to what may restrict educational beliefs, policies and practices I have put forward some evidence of how dialogue and better understanding of human inter-relationships might provide the foundations of an alternative schema for education - one based on the principle that a good education is profoundly rooted in humanity and relationships, and in caring for both young people and teachers, for the future of education and of society.

## References

- ~~Akyol, G., Tekkaya, C., Sungur, S., & Traynor, A. (2012). Modeling the interrelationships among pre-service science teachers' understanding and acceptance of evolution, their views on nature of science and self-efficacy beliefs regarding teaching evolution. *Journal of Science Teacher Education*, 23(8), 937-957.~~
- Allen, R. (2015). Education Policy. *National Institute Economic Review*, 231(1), R36-R43. doi: 10.1177/002795011523100105
- Angelle, P. S., & Teague, G. M. (2014). Teacher leadership and collective efficacy: teacher perceptions in three US school districts. *Journal of Educational Administration*, 52(6), 738-753. doi: doi:10.1108/JEA-02-2013-0020
- Ayscue, J. B., & Orfield, G. (2016). Perpetuating Separate and Unequal Worlds of Educational Opportunity Through District Lines: School Segregation by Race and Poverty. In P. A. Noguera, J. Pierce & R. Ahram (Eds.), *Race, Equity, and Education* (pp. 45-74). Switzerland: Springer.
- Ball, S. J. (2003). The teacher's soul and the terrors of performativity. *Journal of Education Policy*, 18(2), 215-228. doi: 10.1080/0268093022000043065
- Bandura, A. (1997). *Self-Efficacy: The exercise of control*. New York: Freeman.
- Bandura, A. (1998). Exploration of fortuitous determinants of life paths. *Psychol. Inq.*, 9, 95.
- Belfi, B., Gielen, S., De Fraine, B., Verschueren, K., & Meredith, C. (2015). School-based social capital: The missing link between schools' socioeconomic composition and collective teacher efficacy. *Teaching and Teacher Education*, 45, 33-44. doi: <http://dx.doi.org/10.1016/j.tate.2014.09.001>
- Benlian, A. (2013). Are we aligned... enough? The effects of perceptual congruence between service teams and their leaders on team performance. *Journal of Service Research*, 1094670513516673.
- Biesta, G. J. J. (2015). *Good education in an age of measurement: Ethics, politics, democracy*. Abingdon: Routledge.
- Black, G. L. (2015). Developing Teacher Candidates' Self-Efficacy Through Reflection and Supervising Teacher Support. *in education*, 21(1), 78-98.
- Brown, C., Gibbs, S., & Reid, A. (In preparation). Creating opportunities for responsibility taking: the relationship between school leadership, staff collective-efficacy beliefs and educational outcomes.
- Bunar, N., & Ambrose, A. (2016). Schools, choice and reputation: Local school markets and the distribution of symbolic capital in segregated cities. *Research in Comparative and International Education*, 11(1), 34-51. doi: 10.1177/1745499916631064
- Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology*, 44(6), 473-490. doi: DOI: 10.1016/j.jsp.2006.09.001
- Cho, Y., & Shim, S. S. (2013). Predicting teachers' achievement goals for teaching: The role of perceived school goal structure and teachers' sense of efficacy. *Teaching and Teacher Education*, 32, 12-21. doi: <http://dx.doi.org/10.1016/j.tate.2012.12.003>
- CPAG. (2015). Child poverty facts and figure. Retrieved 13/01/2016, from <http://www.cpag.org.uk/child-poverty-facts-and-figures>
- ~~Critchley, H., & Gibbs, S. (2012). The effects of positive psychology on the efficacy beliefs of school staff. *Educational and Child Psychology*, 29(4).~~
- Cullingford, C. (2013). *An inspector calls: Ofsted and its effect on school standards*: Routledge.
- ~~De Neve, D., Devos, G., & Tuytens, M. (2015). The importance of job resources and self-~~



~~efficacy for beginning teachers' professional learning in differentiated instruction. *Teaching and Teacher Education*, 47, 30-41. doi: <http://dx.doi.org/10.1016/j.tate.2014.12.003>~~

- DfE. (2016). *SFR 21/2016: School Workforce in England: November 2015*. (SFR 21/2016). London: DfE.
- Dorling, D. (2014). *Inequality and the 1%*: Verso Books.
- Dorling, D. (2015). Income inequality in the UK: Comparisons with five large Western European countries and the USA. *Applied Geography*.
- EEF. (2016). Health – the key to productivity: sickness absence survey 2016. Retrieved from [www.eef.org.uk](http://www.eef.org.uk) website:
- Ekins, A., Savolainen, H., & Engelbrecht, P. (2016). An analysis of English teachers' self-efficacy in relation to SEN and disability and its implications in a changing SEN policy context. *European Journal of Special Needs Education*, 31(2), 236-249. doi: 10.1080/08856257.2016.1141510
- Festinger, L. (1962). *A theory of cognitive dissonance* (Vol. 2): Stanford university press.
- Fincham, F. D., & Cain, K. M. (1986). Learned helplessness in humans: A developmental analysis. *Developmental Review*, 6(4), 301-333. doi: [http://dx.doi.org/10.1016/0273-2297\(86\)90016-X](http://dx.doi.org/10.1016/0273-2297(86)90016-X)
- Friedrich, A., Flunger, B., Nagengast, B., Jonkmann, K., & Trautwein, U. (2015). Pygmalion effects in the classroom: Teacher expectancy effects on students' math achievement. *Contemporary Educational Psychology*, 41, 1-12. doi: <http://dx.doi.org/10.1016/j.cedpsych.2014.10.006>
- Gibbs, S., & Elliott, J. (2015). The differential effects of labelling: how do 'dyslexia' and 'reading difficulties' affect teachers' beliefs. *European Journal of Special Needs Education*, 30(3), 323-337. doi: 10.1080/08856257.2015.1022999
- Gibbs, S., & Miller, A. (2012). Teachers' resilience and well-being: a role for educational psychology. *Teachers and Teaching*.
- Gibbs, S., & Powell, B. (2012). Teacher Efficacy and Pupil Behaviour: the structure of teachers' individual and collective efficacy beliefs and their relationship with numbers of children excluded from school. *British Journal of Educational Psychology*, 82(4), 564-584. doi: 10.1111/j.2044-8279.2011.02046.x
- ~~Gillies, R. M. (2015). Dialogic interactions in the cooperative classroom. *International Journal of Educational Research*. doi: <http://dx.doi.org/10.1016/j.ijer.2015.02.009>~~
- Goddard, R., Goddard, Y., Kim, E. S., & Miller, R. (2015). A theoretical and empirical analysis of the roles of instructional leadership, teacher collaboration, and collective efficacy beliefs in support of student learning. *American Journal of Education*, 121(4), 501-530.
- Goddard, R., & Goddard, Y. L. (2001). A multilevel analysis of the relationship between teacher and collective efficacy in urban schools. *Teaching and Teacher Education*, 17(7), 807-818. doi: Doi: 10.1016/s0742-051x(01)00032-4
- Gorton, J., Williams, M., & Wrigley, T. (2014). Inspection judgements on urban schools: A case for the defence. *The Urban Review*, 46(5), 891-903.
- Hallinger, P., & Heck, R. H. (2010). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. *School Leadership and Management*, 30(2), 95-110.
- Hanko, G. (2002). Making psychodynamic insights accessible to teachers as an integral part of their professional task. *Psychodynamic Practice*, 8(3), 375-389. doi: 10.1080/1353333021000018980
- Hardy, I., & Lewis, S. (2016). The 'doublethink' of data: educational performativity and the

- field of schooling practices. *British Journal of Sociology of Education*, 1-13. doi: 10.1080/01425692.2016.1150155
- Hargreaves, A., Halász, G., & Pont, B. (2007). *School leadership for systemic improvement in Finland*. Paris: Organization for Economic Cooperation and Development.
- Harris, A., Day, C., Hopkins, D., Hadfield, M., Hargreaves, A., & Chapman, C. (2013). *Effective leadership for school improvement*: Routledge.
- Harris, M. J., & Rosenthal, R. (1985). Mediation of Interpersonal Expectancy Effects: 31 Meta-Analyses. *Psychological bulletin*, 97(3), 363-386.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Abingdon: Routledge.
- Hills, J. (2015). *Good times, bad times*. Bristol: Policy Press.
- Hopkins, D., Stringfield, S., Harris, A., Stoll, L., & Mackay, T. (2014). School and system improvement: a narrative state-of-the-art review. *School Effectiveness and School Improvement*, 25(2), 257-281.
- Hopkins, E., Hendry, H., Garrod, F., McClare, S., Pettit, D., Smith, L., . . . Temple, J. (2016). Teachers' views of the impact of school evaluation and external inspection processes. *Improving Schools*, 19(1), 52-61. doi: 10.1177/1365480215627894
- Jeffrey, B. (2002). Performativity and primary teacher relations. *Journal of Education Policy*, 17(5), 531-546. doi: 10.1080/02680930210158302
- Jordan, A., & Stanovich, P. J. (2003). Teachers' personal epistemological beliefs about students with disabilities as indicators of effective teaching practices. *Journal of Research in Special Educational Needs*, 3(1), no-no. doi: 10.1111/j.1471-3802.2003.00184.x
- ~~Kershner, R. (2016). Including Psychology in Inclusive Pedagogy: Enriching the Dialogue? 2016, 5(2), 28. doi: 10.17583/ijep.2016.2109~~
- Klassen, R. M., Al-Dhafri, S., Hannok, W., & Betts, S. M. (2011). Investigating pre-service teacher motivation across cultures using the Teachers' Ten Statements Test. *Teaching and Teacher Education*, 27(3), 579-588. doi: <http://dx.doi.org/10.1016/j.tate.2010.10.012>
- Kokkinos, C. M. (2007). Job stressors, personality and burnout in primary school teachers. *British Journal of Educational Psychology*, 77(1), 229-243.
- Kurt, T., Duyar, I., & Çalik, T. (2011). Are we legitimate yet?: A closer look at the casual relationship mechanisms among principal leadership, teacher self-efficacy and collective efficacy. *Journal of Management Development*, 31(1), 71-86.
- ~~Lim, S., & Eo, S. (2014). The mediating roles of collective teacher efficacy in the relations of teachers' perceptions of school organizational climate to their burnout. Teaching and Teacher Education, 44, 138-147. doi: http://dx.doi.org/10.1016/j.tate.2014.08.007~~
- ~~Louise, B., Tony, B., & Jens, D. (2013). Total quality beyond North America: A comparative analysis of the performance of European Excellence Award winners. International Journal of Operations & Production Management, 33(2), 197-215. doi: doi:10.1108/01443571311295635~~
- Maier, S. F., & Seligman, M. E. P. (2016). Learned Helplessness at Fifty: Insights From Neuroscience. *Psychological Review*, 123(4), 349-367.
- ~~Mercer, N., & Howe, C. (2012). Explaining the dialogic processes of teaching and learning: The value and potential of sociocultural theory. Learning, Culture and Social Interaction, 1(1), 12-21. doi: http://dx.doi.org/10.1016/j.lcsi.2012.03.001~~
- Moolenaar, N. M. (2012). A social network perspective on teacher collaboration in schools: Theory, methodology, and applications. *American Journal of Education*, 119(1), 7-39.
- Moolenaar, N. M., Slegers, P. J. C., & Daly, A. J. (2012). Teaming up: Linking

- collaboration networks, collective efficacy, and student achievement. *Teaching and Teacher Education*, 28(2), 251-262. doi: <http://dx.doi.org/10.1016/j.tate.2011.10.001>
- Muhonen, H., Rasku-Puttonen, H., Pakarinen, E., Poikkeus, A. M., & Lerkkanen, M. K. (2016). Scaffolding through dialogic teaching in early school classrooms. *Teaching and Teacher Education*, 55, 143-154. doi: <http://dx.doi.org/10.1016/j.tate.2016.01.007>
- Mulholland, R., McKinlay, A., & Sproule, J. (2016). Teachers in need of space: the content and changing context of work. *Educational Review*, 1-20. doi: 10.1080/00131911.2016.1184131
- Nicolaidou, M., & Ainscow, M. (2005). Understanding Failing Schools: Perspectives from the inside. *School Effectiveness and School Improvement*, 16(3), 229-248. doi: 10.1080/09243450500113647
- Perryman, J. (2006). Panoptic performativity and school inspection regimes: disciplinary mechanisms and life under special measures. *Journal of Education Policy*, 21(2), 147-161. doi: 10.1080/02680930500500138
- Piketty, T. (2000). Theories of persistent inequality and intergenerational mobility. *Handbooks in Economics*.
- Riveros, A., Newton, P., & Burgess, D. (2012). A Situated Account of Teacher Agency and Learning: Critical Reflections on Professional Learning Communities. *Canadian Journal of Education / Revue canadienne de l'éducation*, 35(1), 202-216.
- Roeser, R. W., Midgley, C., & Urdan, T. C. (1996). Perceptions of the School Psychological Environment and Early Adolescents' Psychological and Behavioral Functioning in School: The Mediating Role of Goals and Belonging. *Journal of Educational Psychology*, 88(3), 408-422.
- Rosenthal, R., & Jacobson, L. (1968). Pygmalion in the classroom. *The Urban Review*, 3(1), 16-20. doi: 10.1007/BF02322211
- Ross, J., & Gray, P. (2006). Transformational leadership and teacher commitment to organizational values: The mediating effects of collective teacher efficacy. *School Effectiveness and School Improvement*, 17(2), 179-199. doi: 10.1080/09243450600565795
- Sampson, E. E. (2008). *Celebrating the other: A dialogic account of human nature*. Chagrin Falls, Ohio: Taos Institute Publications.
- Savolainen, H., Engelbrecht, P., Nel, M., & Malinen, O.-P. (2012). Understanding teachers' attitudes and self-efficacy in inclusive education: implications for pre-service and in-service teacher education. *European Journal of Special Needs Education*, 27(1), 51-68. doi: 10.1080/08856257.2011.613603
- Schiefele, U., & Schaffner, E. (2015). Teacher interests, mastery goals, and self-efficacy as predictors of instructional practices and student motivation. *Contemporary Educational Psychology*, 42, 159-171. doi: <http://dx.doi.org/10.1016/j.cedpsych.2015.06.005>
- Schonfeld, I. S., & Bianchi, R. (2016). Burnout and Depression: Two Entities or One? *Journal of Clinical Psychology*, 72(1), 22-37. doi: 10.1002/jclp.22229
- Schwarzer, R., & Hallum, S. (2008). Perceived Teacher Self-Efficacy as a Predictor of Job Stress and Burnout: Mediation Analyses. *Applied Psychology*, 57, 152-171. doi: 10.1111/j.1464-0597.2008.00359.x
- Seligman, M. E. P. (1972). Learned Helplessness. *Annual Review of Medicine*, 23(1), 407-412. doi: 10.1146/annurev.me.23.020172.002203
- Simmons, P. E., Emory, A., Carter, T., Coker, T., Finnegan, B., Crockett, D., . . . Labuda, K. (1999). Beginning Teachers: Beliefs and Classroom Actions. *Journal of Research in Science Teaching*, 36(8), 930-954. doi: 10.1002/(SICI)1098-

2736(199910)36:8<930::AID-TEA3>3.0.CO;2-N

- Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029-1038. doi: <http://dx.doi.org/10.1016/j.tate.2011.04.001>
- Skaalvik, E. M., & Skaalvik, S. (2014). Teacher self-efficacy and perceived autonomy: Relations with teacher engagement, job satisfaction, and emotional exhaustion. *Psychological Reports*, 114(1), 1-10.
- Skaalvik, E. M., & Skaalvik, S. (2016). Teacher Stress and Teacher Self-Efficacy as Predictors of Engagement, Emotional Exhaustion, and Motivation to Leave the Teaching Profession. *Creative Education*, 7(13), 1785.
- Stephan, W. G., & Stephan, C. W. (2013). Designing intercultural education and training programs: An evidence-based approach. *International Journal of Intercultural Relations*, 37(3), 277-286. doi: <http://dx.doi.org/10.1016/j.ijintrel.2012.05.001>
- Tajfel, H. (1969). Cognitive aspects of prejudice. *Journal of Biosocial Science*, 1(S1), 173-191.
- Tajfel, H. (1982). *Social identity and intergroup relations*. Cambridge: Cambridge University Press.
- Tang, S. Y. F., Cheng, M. M. H., & Cheng, A. Y. N. (2014). Shifts in teaching motivation and sense of self-as-teacher in initial teacher education. *Educational Review*, 66(4), 465-481. doi: 10.1080/00131911.2013.812061
- ~~Tasa, K., Taggar, S., & Seijts, G. H. (2007). The development of collective efficacy in teams: a multilevel and longitudinal perspective. *Journal of Applied Psychology*, 92(1), 17.~~
- Thomas, G., Martin, R., Epitropaki, O., Guillaume, Y., & Lee, A. (2013). Social cognition in leader-follower relationships: Applying insights from relationship science to understanding relationship-based approaches to leadership. *Journal of Organizational Behavior*, 34(S1), S63-S81. doi: 10.1002/job.1889
- Tournaki, N., & Podell, D. M. (2005). The impact of student characteristics and teacher efficacy on teachers' predictions of student success. *Teaching and Teacher Education*, 21(3), 299-314. doi: 10.1016/j.tate.2005.01.003
- Tranter, D. (2012). Unequal schooling: how the school curriculum keeps students from low socio-economic backgrounds out of university. *International Journal of Inclusive Education*, 16(9), 901-916. doi: 10.1080/13603116.2010.548102
- Triventi, M. (2013). Stratification in Higher Education and Its Relationship with Social Inequality: A Comparative Study of 11 European Countries. *European Sociological Review*, 29(3), 489-502. doi: 10.1093/esr/jcr092
- Tschannen-Moran, M., & Johnson, D. (2011). Exploring literacy teachers' self-efficacy beliefs: Potential sources at play. *Teaching and Teacher Education*, 27(4), 751-761. doi: <http://dx.doi.org/10.1016/j.tate.2010.12.005>
- Valcea, S., Hamdani, M. R., Buckley, M. R., & Novicevic, M. M. (2011). Exploring the developmental potential of leader-follower interactions: A constructive-developmental approach. *The Leadership Quarterly*, 22(4), 604-615.
- Verkuyten, M., & Thijs, J. (2015). Multicultural education and inter-ethnic attitudes. *European Psychologist*, 18(3), 179-190.
- Wahlstrom, K. L., & Louis, K. S. (2008). How teachers experience principal leadership: The roles of professional community, trust, efficacy, and shared responsibility. *Educational Administration Quarterly*, 44(4), 458-495.
- Wegerif, R. (2011). Towards a dialogic theory of how children learn to think. *Thinking Skills and Creativity*, 6(3), 179-190. doi: 10.1016/j.tsc.2011.08.002

- Wilkinson, R., & Pickett, K. (2010). *The spirit level: why equality is better for everyone*: Penguin UK.
- Wolters, C. A., & Daugherty, S. G. (2007). Goal Structures and Teachers' Sense of Efficacy: Their Relation and Association to Teaching Experience and Academic Level. *Journal of Educational Psychology*, 99(1), 181-193. doi: Doi: 10.1037/0022-0663.99.1.181
- Wright, A. (2012). Fantasies of empowerment: mapping neoliberal discourse in the coalition government's schools policy. *Journal of Education Policy*, 27(3), 279-294. doi: 10.1080/02680939.2011.607516